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ABSTRACT

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's prekindergarten curriculum in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards include listening attentively and participating courteously in group activities, predicting story outcomes, and drawing conclusions. The students select picture books for themselves and for a group, handle books carefully, dictate stories about personal experiences, and describe characters in literature they have heard or viewed. The social studies standards emphasize citizenship education: following rules and respecting the rights of people. Students learn the concepts of self-control, fairness, and leadership. They explore basic concepts of the individual. Mathematics standards emphasize how students acquire and use strategies to understand and act on mathematical problems. Students will be actively engaged in mathematics through instruction in patterns and relationships, and in seeking multiple solutions to problems. In both the mathematics and science standards, the larger context of understanding and application is stressed over concepts and procedures. The science standards emphasize the natural and physical world as the students observe, record, describe, question, form explanations, and draw conclusions. (EV)

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A PARENT'S GUIDE

Department of Defense Education Activity

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Honorable Rudy de Leon

Assistant Secretary of Defense for Force Management Policy
Honorable Alphonso Maldon, Jr.

Deputy Assistant Secretary of Defense for Personnel Support, Families and Education
Mr. Victor Vasquez, Jr.

Interim Director, Department of Defense Education Activity
Mr. Ray Tolleson

Message From The Director

Dear DoDEA Parents:

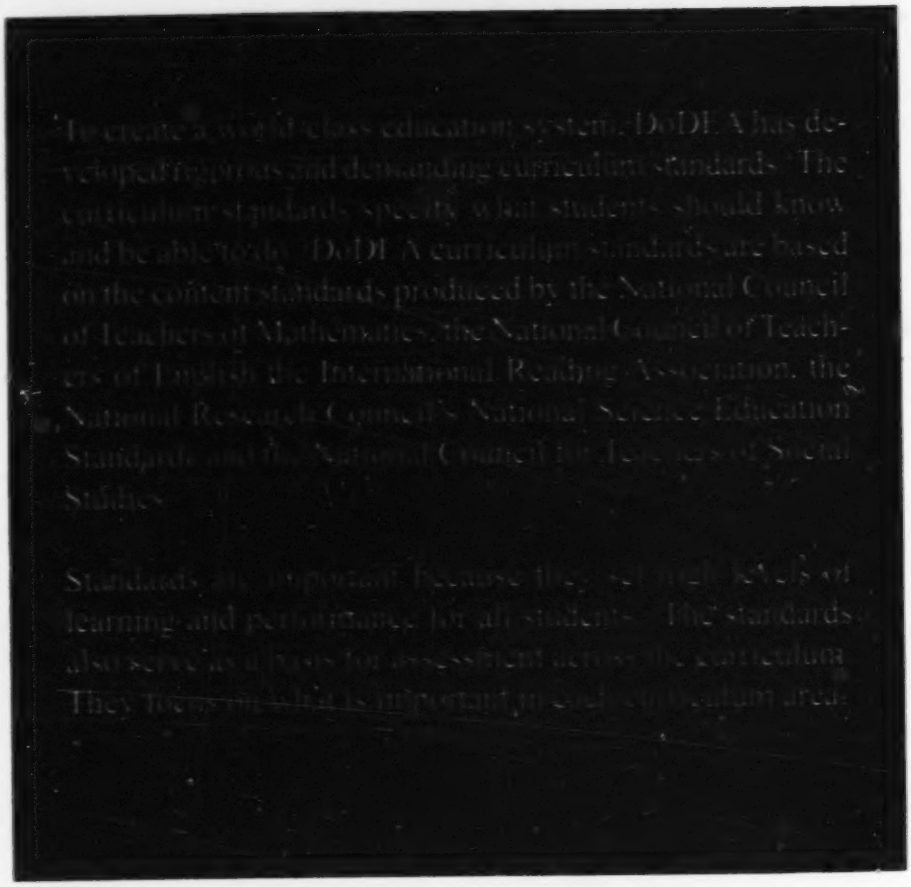
DoDEA is committed to providing your children with the best education possible. One of the ways that we intend to accomplish this is with an effective curriculum of high quality. DoDEA has developed rigorous curriculum standards aligned with national guidelines and with the standards of the finest school systems throughout the Nation. Even with the most rigorous curriculum standards, it is the understanding and support of parents that will help make our schools and our students successful. At DoDEA, we want parents to know what educational standards have been established in the four major subject areas of Language Arts/Reading, Mathematics, Science, and Social Studies.

This publication is designed to inform you about what your children are learning in these four major curriculum areas for this grade level. This publication provides you with samples of what students are learning and what they should know and be able to do when they complete this grade. This is only a sample of the complete curriculum standards that are used by teachers to determine instruction in the classroom. To see the entire curriculum in these four areas, consult the teacher or the school principal.

I hope that you find this publication informative in assisting us in the education of your child. Working together we can ensure your child's success now and well into the future.

Ray Tolleson
Interim Director

STANDARDS



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INTRODUCTION

The integrated language arts/reading standards include listening attentively and participating courteously in group activities, predicting story outcomes, and drawing conclusions. The students select picture books for themselves and for a group, handle books carefully, dictate stories about personal experiences, and describe characters in literature they have heard or viewed. The social studies standards emphasize citizenship education: following rules and respecting the rights of people. They learn the concepts of self-control, fairness, and leadership. They explore basic concepts of the individual.

Mathematics standards emphasize how students acquire and use strategies to understand and act on mathematical problems. They will be actively engaged in mathematics through instruction in patterns and relationships, and in seeking multiple solutions to problems. In both the mathematics and the science standards, the larger context of understanding and application is stressed over concepts and procedures. The science standards emphasize the natural and physical world as the students observe, record, describe, question, form explanations, and draw conclusions.

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Language Arts/Reading Standards

Reading

Students recognize a few words by the way letters sound and look. Students will:

- Begin to predict story outcomes
- Select appropriate picture books to enjoy and discuss
- Begin to recognize likenesses and differences in letters, figures, and letter sequences
- Relate own experiences to material heard or viewed
- Handle books with care
- Predict what will happen next in a story using pictures as a guide

Writing

Students use the writing process to express ideas. Students will:

- Engage in group writing projects
- Dictate both statements and questions
- Use pictures and symbols to convey thoughts
- Begin to identify themselves as authors and illustrators
- Begin to generate and expand ideas through a collaborative process
- Begin to form letters
- Write their name

Listening, Speaking, and Viewing

Students need to listen politely and speak clearly. Students will:

- Listen attentively and respond appropriately to stories, poems, and directions
- Give, respond to, and follow simple instructions
- Retell information
- Engage in active listening
- Participate as courteous listeners in group activities

Literature

Students will enjoy listening to literature read to them and pick out books for themselves. Students will:

- Interpret plays, poems, and stories through discussion or some form of art
- Begin to describe qualities and emotions of characters
- Begin to predict outcomes
- Begin to make connections to personal experiences or with other pieces of literature
- Read/listen for enjoyment

The English Language

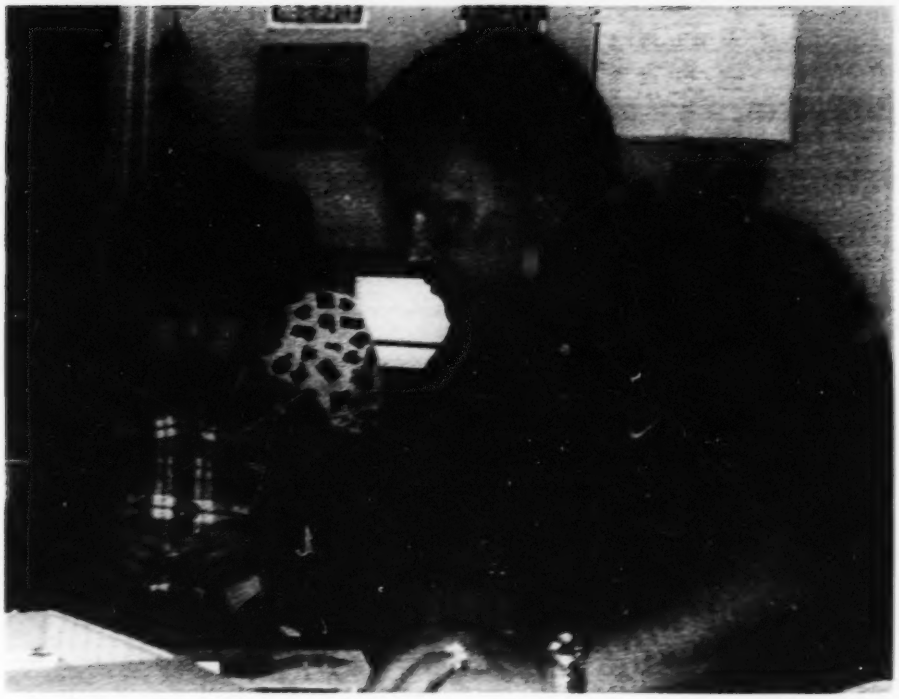
Students will learn to write the letters of the alphabet and to use creative spelling. Students will:

- Begin to adapt language to meet different social and situational needs
- Ask and answer questions appropriately
- Develop general and specific vocabulary to communicate ideas
- Expand use of descriptive words

Accessing and Processing Information

Students use technology as learning and communication tools. Students will:

- Use diverse media sources for learning
- Begin to apply thinking and problem solving strategies with teacher direction
- Construct meaning by sorting, classifying, categorizing, patterning, and other strategies for interpreting information
- Use parents and community members as resources for learning



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Mathematics Standards

Mathematics As Problem Solving

Students should be engaged in problem solving activities so they have the opportunity to:

- Begin to concretely represent auditory or visual patterns (clap, clap, clap or girl, boy, girl, boy, etc.)
- Sort and re-sort objects by color, size, shape, texture, and other attributes

Mathematics As Communication

Students should experience numerous opportunities for communication so they have the opportunity to:

- Begin to work cooperatively in situations requiring group discussions in math processes

Mathematics As Reasoning

Reasoning is throughout the mathematics curriculum so students have the opportunity to:

- Arrange pictures in logical sequences of events and verbally or visually describe the sequences of steps

Mathematical Connections

Students should have experiences to make connections so they have the opportunity to:

- Find examples of mathematics in:
  - Music (counting forward, counting backward, steady beat, pattern)
  - Art (shapes, lines, patterns, and measurement)
- Begin to create shapes and numbers with different materials or methods (e.g., geoboards, bodies, clay, etc.)

Computation And Estimation

Students should have experiences in computation and estimation so that they have the opportunity to:

- Join and separate sets of objects
- Begin to make, identify, and name models in halves and wholes
- Begin to use calculators for number recognition

Number Sense, Number Operations, And Number Relationships

Students should develop number and number relationships so they have the opportunity to:

- Begin to match numerals at least from 0-10 with corresponding sets of objects
- Begin to form numerals with a variety of materials such as playdough, geoboards, blocks, bodies, and paper and pencil
- Count from memory as high as they can go

Patterns, Relationships, And Functions

Students should study and explore patterns, relationships, and functions so they have the opportunity to:

- Begin to notice, create, and describe repeating patterns orally
- Begin to replicate patterns in charts, rhymes, rhythms, and songs

Probability And Statistics

Students should experience data analysis and probability so they have the opportunity to:

- Begin to observe and discuss data displayed on graphs made by objects of pictures
- Participate in activities of chance (coin toss, dice throw) and discuss recorded group results

Geometry

Students will study one, two, and three dimensional geometry so they have the opportunity to:

- Describe, model, draw, and classify shapes of objects or pictures of objects

Measurement

Students will have extensive concrete experiences using measurement so they have the opportunity to:

- Measure objects with a variety of measurement devices (string, hands, bodies, unifix cubes, etc.)

Science Standards

Inquiry Skills

Students will conduct investigations using the processes of scientific inquiry. Students will:

- Select and use tools to collect and record data, measure data, and make observations
- Begin to design and conduct observational investigations to solve a problem or answer a question
- Ask questions about observations

Physical Science

Students will study the properties, positions, and motion of objects. Students will:

- Begin to describe objects using physical characteristics such as size, color, shape, smell, and texture
- Have the opportunity to use senses (smell, taste, etc.) to identify objects
- Begin to explore how objects can be moved by forces pushing and pulling

Life Science

Students will describe characteristics of organisms, how they grow and change, and how they survive in their environments. Students will:

- Begin to compare characteristics of animals (examples: size, color, covering, movements)
- Begin to recognize that all organisms grow, change, and eventually die
- Begin to describe, in broad concepts, how the immediate environment changes during the year and identify how these changes affect plants and animals

Earth and Space Science

Students will describe the properties of earth materials, objects in the sky, and changes in the earth and sky. Students will:

- Explore properties of water, soil, and sand
- Observe objects in the sky and describe their characteristics verbally or in drawings
- Observe changes in the weather over time

Science and Technology

Students will identify tools and technologies, and demonstrate abilities to design and build things. Students will:

- Begin to identify tools that help humans do work and solve problems
- Design and build structures from sand, blocks, and other materials

Science in Personal and Social Perspective

Students will practice safety and describe how populations change. Students will:

- Demonstrate personal and group safety when engaging in science activities
- Begin to identify different populations within the school and know that the learner is a member of more than one population
- Observe changes in the classroom environment
- Demonstrate use of limited classroom materials, supplies, and time (examples: sharing supplies, reduce waste, recycling)

History and Nature of Science

Students will know that science is a human endeavor. Students will:

- Recognize that science is an activity that students can do in the classroom
- Identify how parents and neighbors use science and technology in their work

Social Studies Standards

Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Work with a partner
- Know that the flag of the United States is a symbol of our Nation

Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Define vocabulary appropriate to the family structure (e.g., grandparent, nephew, aunt)
- Identify various types of shelters, food, and clothing
- Describe cultural customs of specific holiday celebrations
- Recognize major holidays and their meaning in the United States

Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Identify sources of personal information about oneself
- Compare and contrast how communities have changed to meet the needs of its members
- Know that people in different times and places view the world differently

Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Describe how maps show where people live
- Know that the globe is a model of the earth
- Use a globe to describe features of the earth

Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Know and describe feelings
- Exhibit friendliness and thoughtfulness
- Demonstrate a desire to be helpful
- Show respect for others

Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- Explain the need for rules
- Develop an understanding of authority
- Learn about community helpers
- Participate in walks or trips to places in the community and relate what has been seen

Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Know the importance of sharing
- Know the concept of choice
- Know the concepts of savings and money

Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- Explain rights and responsibilities of students
- Describe the need for rules in terms of personal safety

Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- List various types of pollution and what is being done to save the earth

Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Develop friendships with people of varying backgrounds
- Develop skills to communicate with individual groups

DoEA Office of Communications